School Year: | 2019-20

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Marina West Elementary School	56725386055347	October 22, 2019	November 13, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Marina West School will focus in the area of teaching and learning to successfully meet the needs of all students. The staff has been transitioning and dedicating themselves to the full implementation of Common Core State Standards (CCSS) with an emphasis on technology through the implementation of 1:1 devices for all students in grades 2-5; including supporting instructional apps such as NearPod, STAR360, ELA and Math. We will use McGraw Hill, My Math, Worlds of Wonders (TK) and Wonders (K-5). We are currently piloting Next Generation Science Standards (NGSS) and FOSS kits. In addition, we implement several intervention programs to support students. These include PALS, SIPPS, Teacher Directed Instruction K-3, Reading Horizons, WonderWorks Systems, DIBELS, and Read Naturally. The teaching staff at Marina West is committed to the process of implementing CCSS and dedicated to higher level thinking and learning for all students. Our teaching staff is collaboratively teaming in the Language Arts and ELD to meet the individual needs of our student population. Teachers focus on data driven instruction, assess students formally to monitor student growth in the core areas and meet to analyze student data results after the monthly assessments to plan instruction and student interventions. Marina West will focus on Positive Behavior Intervention Supports through the use of CHAMPs and MTSS to meet the needs of the whole child including academics, behavior and social/emotional needs. Parents and community members will play an active role in the daily school activities with multiple opportunities to volunteer and participate in the school's educational program. Marina West maintains continual communication with all stakeholders through SSC, ELAC, Title One meetings, Coffee with the

Principal, PTA meetings, monthly informational calendar, ConnectED, PeachJar, marquee messages, and Twitter.

Marina West Mission:At Marina West School, we believe all students deserve an education that incorporates a meaning-centered, integrated curriculum, requiring critical thinking and the use of educational technology in a safe learning environment. We believe students should be actively involved in a respectful, caring, cohesive educational community.

Marina West Vision:At Marina West, we provide a safe and nurturing learning environment where each child and adult is valued and respected in an atmosphere that promotes the attainment of one's academic, social, and emotional potential. It is a place where we work together to develop exemplary character traits and scholarly attributes that all students will need for success in life. We strive for excellence, which is recognized and celebrated on a continual basis.

Table of Contents

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

During the 2018-2019 school year, Marina West began to implement Professional Learning Communities and Grade Level Collaboration throughout all grades. Teachers participated in district wide professional development in English Language Arts and Math. There was a focus on Growth Mindset in grades 4-5 with teacher led professional development. This area was observed and focused on during informal walk-throughs by administrators and during collaboration time. As part of the focus, teachers used Judy Bowers and You Cubed materials in their daily instruction. As we move into the 2019-2020 school year, we will also focus on writing across all content areas during informal walk-throughs.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Through grade level collaborations (PLCs) teachers will analyze and interpret data through the use of the following assessment tools to improve student achievement. The following tools will be used:
Star 360 Early Literacy, STAR360 Math and Star360 Reading
ELPAC
CAASPP
IAB's
Teacher curriculum benchmarks
DIBELS for fluency in Grades 4-5

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers meet bi-monthly for Professional Learning Communities (PLC)/Collaboration time. Student progress is monitored via curriculum and STAR360 assessments. Student instructional groups for UA, ELD, and ELA teaming, Tier 1 and Tier 2 interventions are determined for reflection on current instructional strategies and interventions. Data from STAR360, IAB's, and curriculum assessments guide the discussion and need for intervention.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered "highly qualified." This is monitored by the district's Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Instructional Specialists work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. Site Principals function as instructional leaders.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers attend Bi-Monthly collaboration and planning meetings after school on Tuesdays. All grade levels (K- 5) team for designated ELD. Grades 1st-5th team for ELA. Several grade levels team for other enrichment opportunities.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

District funded Reading Specialist provides daily reading intervention for Kindergarten through Second grade that have been identified as below grade level in reading. Designated Universal Access time is scheduled for those students who are not meeting benchmark/standards in grades 1st through 5th with designated times that allow for grouping and teaming.

Evidence-based educational practices to raise student achievement

The staff at Marina West will, through Professional Learning Communities, collaborate bi-weekly across grade level teams to analyze data and teaching practices to improve student achievement across all areas.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents are invited to participate at Marina West through a variety of educational and advisory opportunities throughout the year. Our School Site Council is made up of 5 parents who have direct input into our SPSA. The English Learner Advisory Committee also provides recommendations to our SSC related to our English Learners to include in the SPSA. Parents are invited to our monthly School Site Council meeting, ELAC meeting, and Coffee with the Principal meetings to stay informed and provide input on programs provided to our students. Our PTA provides parents the opportunity to participate in fundraising opportunities and programs that support the school programs at Marina West. Parent Workshops and training's (Triple P, Reading and Math Family Nights, STAR 360 Family NIght, etc.) are offered throughout the year, as well as encouraging parents to attend our Back to School night, Winter Program, Spring Art Program, and trimesterly awards ceremonies. All parents are invited to at least one parent conference throughout the year.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Marina West will continue to prioritize parent involvement during the 2019-20 school year. Parents, community members, classroom teachers, and other school personnel serve a vital role in guiding the planning, implementation, and evaluation of our Student Plan for Achievement and student success. Parent representatives on the School Site Council, English Language Advisory Committee, and PTA are elected on a biennial basis. School and district-adopted bylaws govern the protocols and decision-making process for each of these committees to ensure annual goals and fiscal spending is centered on student achievement. Throughout the 2019-20 school year, the school staff, community, and governance stakeholder groups will continue to monitor the actions identified to support the SPSA goals and to determine the school's effectiveness of meeting these goals. School Site Council and the English Language Advisory Committee meet monthly to discuss and monitor the school's progress towards meeting the SPSA goals, as well as to review the implementation of supports, programs, and services identified within the SPSA. The Principal will meet with classroom teachers and other school personnel on a bi-weekly basis to analyze and monitor student achievement data in order to improve curriculum, instruction, and assessment.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The following services will be funded to enable under performing students to meet the standards:
Kindergarten Paraprofessional Support
Music
STEAM Lab
Intervention tutoring before and after school
Staff Teaming and Collaboration
Enrichment Field Trips
Substitutes for Grade Level Collaborations and SST/IEP meetings
Librarian
Professional Development and Conferences
ORC Parent Nights

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Parents are partners in their children's educations. We involve and inform them in a variety of ways. There are several parent meetings, such as School Site Council, English Learner Advisory Council, Title 1 Meetings, and "Coffee with the Principal", during which parents receive information and have input into critical decisions. The School Leadership Team and School Principal worked in writing, planning and updating the SPSA. The English Learners Advisory Committee provided input and feedback to the school Leadership Team and SSC during the end of the year meeting in June 2019 and new school year September 2019. School Site Council reviewed and updated the SPSA before approving the SPSA at its October 2019 meeting.Constant review of district data through STAR 360 and CAASPP results were used in guiding the direction and allocation of funds to support student success.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The inequities identified as a result of the required needs assessments were:
Outreach Specialist hours decreased to 7 hours
Budgeted for one ISP as compared to two from 2018-2019 school year
Substitute Shortage impacted Teaming and Collaboration
Reduction in Campus Supervisor hours

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	%	%			
African American	3.8%	4.05%	%	25	25	
Asian	0.3%	0.49%	%	2	3	
Filipino	1.1%	0.81%	%	7	5	
Hispanic/Latino	90.2%	89.48%	%	598	553	
Pacific Islander	0.3%	0.16%	%	2	1	
White	3.8%	4.21%	%	25	26	
Multiple/No Response	%	%	%			
			Total Enrollment	663	618	

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	149	127	
Grade 1	125	104	
Grade 2	92	111	
Grade3	93	94	
Grade 4	102	78	
Grade 5	102	104	
Total Enrollment	663	618	

Conclusions based on this data:

Based on the above data, we have noticed a decrease in enrollment in Kinder, 1st, 2nd, 3rd, and 5th Grades from the previous year with 4th Grade staying nearly the same for the 2019-2020 school year. Student enrollment decreased due to program choices offered at school sites and transitioning from a TBE/SEI instructional program to an SEI only program. High cost of living in our county/community also affected our enrollment. Our African-American population stayed the same as the previous year. At Marina West, we will focus on providing services to all our sub-groups even though they do not qualify as a significant sub-group on the CAASPP Dashboard. All sub-groups will be served through intervention in Tier 1 in the classroom by the classroom teacher. The use of Intervention Service Provider (ISP) will provide Tier 2 intervention to all sub-groups based on STAR360 data. Our Outreach Coordinator will help ensure attendance by monitoring student attendance and focusing on our sub-group attendance.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2016-17	**2017-18**	**2018-19**	**2016-17**	**2017-18**	**2018-19**
English Learners	342			51.6%		
Fluent English Proficient (FEP)	37			5.6%		
Reclassified Fluent English Proficient (RFEP)	22			6.6%		

Conclusions based on this data:

Marina West had an increase in the number of students being reclassified compared to the previous school year. We will be monitoring reclassification as new requirements are being implemented for the 2019-2020 school year. There is a new requirement of scoring a 4 on ELPAC in addition to demonstrating proficiency on either the CAASPP ELA or STAR360 assessment. We will continue to use Title III funds to provide after-school tutoring to English Learners to help maintain and increase student achievement.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	90	100	110	90	99	110	90	99	110	100	99	100
Grade 4	99	77	86	98	76	86	98	76	86	99	98.7	100
Grade 5	98	104	76	97	104	76	97	104	76	99	100	100
All Grades	287	281	272	285	279	272	285	279	272	99.3	99.3	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2351.	2383.	2386.	5.56	11.11	10.00	14.44	20.20	17.27	20.00	24.24	33.64	60.00	44.44	39.09
Grade 4	2392.	2365.	2388.	7.14	3.95	3.49	7.14	10.53	12.79	19.39	15.79	18.60	66.33	69.74	65.12
Grade 5	2419.	2432.	2442.	3.09	3.85	6.58	14.43	15.38	19.74	24.74	25.00	22.37	57.73	55.77	51.32
All Grades	N/A	N/A	N/A	5.26	6.45	6.99	11.93	15.77	16.54	21.40	22.22	25.74	61.40	55.56	50.74

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.78	13.13	10.00	32.22	48.48	50.91	60.00	38.38	39.09
Grade 4	8.16	2.63	3.49	36.73	40.79	44.19	55.10	56.58	52.33
Grade 5	7.22	8.65	17.11	35.05	39.42	30.26	57.73	51.92	52.63
All Grades	7.72	8.60	9.93	34.74	43.01	43.01	57.54	48.39	47.06

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.00	11.11	6.36	27.78	31.31	53.64	62.22	57.58	40.00
Grade 4	7.14	7.89	4.65	34.69	30.26	41.86	58.16	61.84	53.49
Grade 5	6.19	6.73	9.21	34.02	45.19	51.32	59.79	48.08	39.47
All Grades	7.72	8.60	6.62	32.28	36.20	49.26	60.00	55.20	44.12

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	2.22	8.08	9.09	65.56	63.64	62.73	32.22	28.28	28.18
Grade 4	6.12	3.95	6.98	50.00	55.26	51.16	43.88	40.79	41.86
Grade 5	9.28	2.88	5.26	54.64	50.96	60.53	36.08	46.15	34.21
All Grades	5.96	5.02	7.35	56.49	56.63	58.46	37.54	38.35	34.19

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	6.67	12.12	14.55	37.78	51.52	48.18	55.56	36.36	37.27
Grade 4	5.10	2.63	6.98	40.82	34.21	37.21	54.08	63.16	55.81
Grade 5	6.19	7.69	15.79	36.08	42.31	39.47	57.73	50.00	44.74
All Grades	5.96	7.89	12.50	38.25	43.37	42.28	55.79	48.75	45.22

Conclusions based on this data:

Marina West's preliminary data shows that we have made progress in decreasing the percentage of students not meeting state standards from 55.56% in 2017-2018 to 50.3% for the 2018-2019 school year, a gain of 5.26% of students scoring better overall. We have baseline data that shows that students are increasing in performing at or above grade level standards as they progress through the grades. Our ELA CAASPP cohort preliminary data shows that 27% of 3rd Grade students scored in the Met or Exceeded, a drop of 4% from the previous year. Our 4th Grade cohort data shows an increase from 14% in 2017-2018 to 16% in 2018-2019 school year, a growth of 2%. Our 5th Grade cohort data shows an increase from 19% in 2017-2018 to 26% in 2018-2019, an increase of 7% of students meeting. Our percentage of students taking the CAASPP has remained nearly the same with over 99% of students taking the CAASPP. The drop can be attributed to our focus in Math and implementing Math Growth Mindset for the 2018-2019 school year as compared to a Language Arts focus for the 2017-2018 school year. or the 2019-2020 school year, we plan on addressing both Language Arts and Math by using writing across content areas to increase rigor and improve understanding.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	90	100	110	90	99	110	90	99	110	100	99	100
Grade 4	99	77	86	98	77	86	98	77	86	99	100	100
Grade 5	97	104	76	96	103	76	96	103	76	99	99	100
All Grades	286	281	272	284	279	272	284	279	272	99.3	99.3	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2363.	2386.	2404.	5.56	4.04	15.45	14.44	16.16	20.00	24.44	32.32	26.36	55.56	47.47	38.18
Grade 4	2409.	2387.	2397.	4.08	1.30	2.33	13.27	9.09	6.98	33.67	29.87	38.37	48.98	59.74	52.33
Grade 5	2419.	2428.	2428.	1.04	4.85	5.26	7.29	3.88	9.21	25.00	25.24	22.37	66.67	66.02	63.16
All Grades	N/A	N/A	N/A	3.52	3.58	8.46	11.62	9.68	12.87	27.82	29.03	29.04	57.04	57.71	49.63

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.78	10.10	30.00	28.89	28.28	28.18	63.33	61.62	41.82
Grade 4	8.16	5.19	3.49	24.49	27.27	18.60	67.35	67.53	77.91
Grade 5	3.13	4.85	6.58	20.83	17.48	19.74	76.04	77.67	73.68
All Grades	6.34	6.81	15.07	24.65	24.01	22.79	69.01	69.18	62.13

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.56	10.10	20.00	36.67	36.36	46.36	57.78	53.54	33.64
Grade 4	9.18	2.60	3.49	39.80	35.06	34.88	51.02	62.34	61.63
Grade 5	2.08	5.83	6.58	28.13	30.10	43.42	69.79	64.08	50.00
All Grades	5.63	6.45	11.03	34.86	33.69	41.91	59.51	59.86	47.06

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	8.89	6.06	18.18	48.89	53.54	41.82	42.22	40.40	40.00
Grade 4	5.10	7.79	4.65	32.65	25.97	32.56	62.24	66.23	62.79
Grade 5	1.04	3.88	3.95	34.38	38.83	36.84	64.58	57.28	59.21
All Grades	4.93	5.73	9.93	38.38	40.50	37.50	56.69	53.76	52.57

Conclusions based on this data:

Marina West's preliminary data shows that we have made progress in decreasing the percentage of students not meeting state standards from 57.71% in 2017-2018 to 44.9% for the 2018-2019 school year, a gain of 12.8% of students scoring better overall. We have baseline data that shows that students are increasing in performing at or above grade level standards increasing as they progress through the grades. Our Math CAASPP cohort preliminary data shoes an increase in the number of students that scored Met or Exceeded in 3rd Grade from 20% in 2017-2018 to 35% in 2018-2019, an increase of 15%. Our 4th Grade cohort data shows a decrease from 10% in 2017-2018 to 9% in 2018-2019 school year, a decrease of 1%. Our 5th Grade cohort data shows an increase from 9% in 2017-2018 to 14% in 2018-2019, an increase of 5% of students meeting. Our percentage of students taking the CAASPP has remained nearly the same with over ((% of students taking the CAASPP. The increase can be attributed to our focus in Math and implementing Math Growth Mindset for the 2018-2019 school year. For the 2019-2020 school year, we plan on addressing both Language Arts and Math by using writing across content areas to increase rigor and improve understanding. Our goal is to continue to make growth across all sub-groups.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Conclusions based on this data:

Due to the recent administration of the ELPAC summative assessment, no data is available at this time.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
618	**87.1%**	**50.5%**	**1.3%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	312	50.5%
Foster Youth	8	1.3%
Homeless	8	1.3%
Socioeconomically Disadvantaged	538	87.1%
Students with Disabilities	78	12.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	25	4.0%
Asian	3	0.5%
Filipino	5	0.8%
Hispanic	553	89.5%
Two or More Races	5	0.8%
Pacific Islander	1	0.2%
White	26	4.2%

Conclusions based on this data:

The majority of our students at Marina West School are socioeconomic disadvantaged,with over half being English Language Learners, and an increase in our population of students with disabilities. Although our African-American and White sub-groups are not considered a significant sub-group on the CAASPP Dashboard reporting system, we at Marina West continue to focus on the needs of these students. We will be focusing on first instruction by teachers, Tier 1 intervention delivered by the classroom teacher, and Tier 2 intervention in small group delivered by the Intervention Service Provider. All students data will be taken into consideration when addressing student needs and sub-groups. Small group instruction will be based on teacher and STAR360 assessment data and will be reviewed and discussed at bi-monthly PLC/ Collaboration meetings. We will also use Title II funds to help provide after-school intervention to our English Learner population.
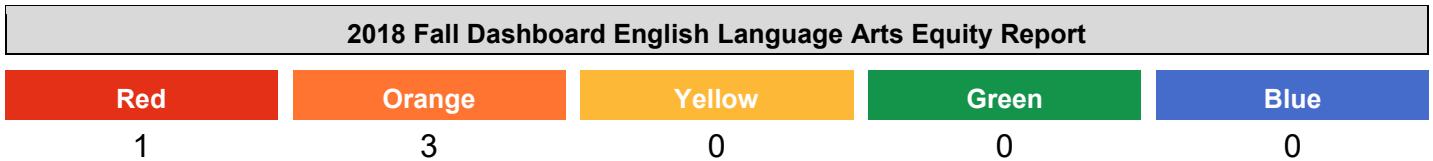
School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate

Academic Performance

English Language Arts

Orange

Mathematics

Yellow

English Learner Progress

No Performance Color

Academic Engagement

Chronic Absenteeism

Orange

Conditions & Climate

Suspension Rate

Yellow

Conclusions based on this data:

Based on the preliminary data for 2018-2019, Marina West has had a slight increase in Overall Student Performance. In Language Arts, Marina West students had an increase of 9.6 points. In Math, Marina West students had an increase of 5.1 points. Our Suspension Rate and Chronic Absenteeism has been close to no change. As part of our goals, we look forward to decreasing Suspension Rates and Chronic Absenteeism.
We will be focusing on first instruction in Language Arts and Math by teachers, English Language Development will focus on student learning and oracy. Tier 1 intervention in Language Arts and Math will be delivered by the classroom teacher in all grades. Tier 2 intervention for Grades 1-5 will be in a small group delivered by the Intervention Service Provider with materials research based materials and guidance by the classroom teacher. All students assessment data will be taken into consideration when addressing student needs and sub-groups.
STAR360 assessment data and will be reviewed and discussed at bi-monthly PLC/ Collaboration meetings. We will also use Title II funds to help provide after-school intervention to our English Learner population.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
71.1 points below standard	74.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 9.6 points	Increased 11.9 points	
268 students	149 students	1 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	75.9 points below standard	164.1 points below standard
	Increased 10.8 points	Declined -10.2 points
6 students	237 students	42 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
10 students			3 students

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
72.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	38.6 points below standard
Increased 7.7 points			Increased 57.3 points
241 students	3 students		11 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
95.1 points below standard	45.5 points below standard	68.2 points below standard
Increased 10.3 points	Declined -38.2 points	Increased 9.5 points
87 students	62 students	115 students

Conclusions based on this data:

The Dashboard Data shows that most of our subgroups have shown an increase in performance as compared to the previous year with the exception of Students with Disabilities and Reclassified English Learners. Our English Learners and Socioeconomically Disadvantaged students showed a higher increase in points as compared to that of our over All Students. Our English Only students scored nearly the same as our students in the All Students dashboard. The drop of our Reclassified English Learners can be attributed to them not attending Designated ELD and our focus in Math and implementing Math Growth Mindset for the 2018-2019 school year as compared to a Language Arts focus for the 2017-2018 school year. In 2018-2019, we also used Title III funds to focus on non- reclassified English Learners through targeted after-school tutoring. We will continue to provide target interventions to our English Learners and include recently Reclassified English Learners with Tittle III funds. We will also continue to provide target intervention during the school day by teacher, during Tier 1 (Universal Access) and Tier 2 (ISP) throughout the day and focus on all our subgroups.
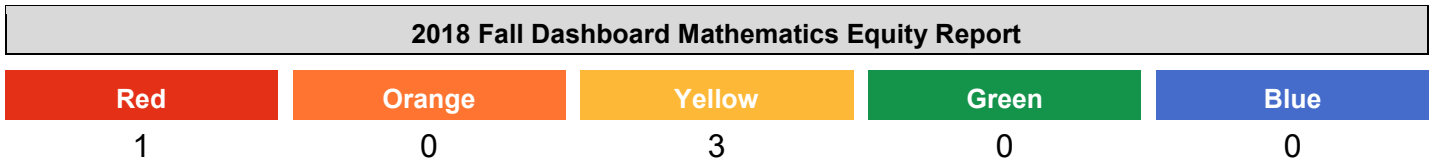
School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	0	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
80.3 points below standard	86.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 5.1 points	Increased 5.6 points	
268 students	149 students	1 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	84.7 points below standard	163 points below standard
	Increased 7.5 points	Maintained -2.7 points
6 students	237 students	42 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

10 students

American Indian

No Performance Color

0 Students

Asian

No Performance Color

0 Students

Filipino

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

3 students

Hispanic

Yellow

81.1 points below standard

Increased 3.7 points

241 students

Two or More Races

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

3 students

Pacific Islander

No Performance Color

0 Students

White

No Performance Color

71.1 points below standard

Increased

44 points

11 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

98.1 points below standard

Increased 8.3 points

87 students

Reclassified English Learners

70 points below standard

Declined -37.8 points

62 students

English Only

72.7 points below standard

Increased 6.4 points

115 students

Conclusions based on this data:

Our English Learners and Socioeconomically Disadvantaged students have shown an increase in Math Performance, our Students with Disabilities has maintained their performance. All other subgroups, though no considered significant on the dashboard, will continue to receive targeted instruction in mathematics through focus on 1st instruction and targeted interventions based on assessment data. In 2018-2019, we also used Title III funds to focus on non-reclassified English Learners through targeted after-school tutoring. We will continue to provide target interventions to our English Learners and include recently Reclassified English Learners with Tittle III funds. We will also continue to provide target intervention during the school day by teacher, during Tier 1 (Universal Access) and Tier 2 (ISP) throughout the day and focus on all our subgroups. Our focus for the 2019-2020 school year will be to use writing in math with an emphasis on student learning.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
288	23.3%	41.7%	21.2%	13.9%

Conclusions based on this data:

Based on the data provided, at Marina West, 65% of students tested scored in the Level 3 or 4 on the ELPAC. This data is disaggregated and used in providing ELD instruction to students based on need during ELD time. Our focus during designated ELD will be on student learning and writing. Along with targeted instruction and interventions through-out the school day, we will continue to provide targeted interventions to our English Learners during after-school tutoring with Tittle III funds

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

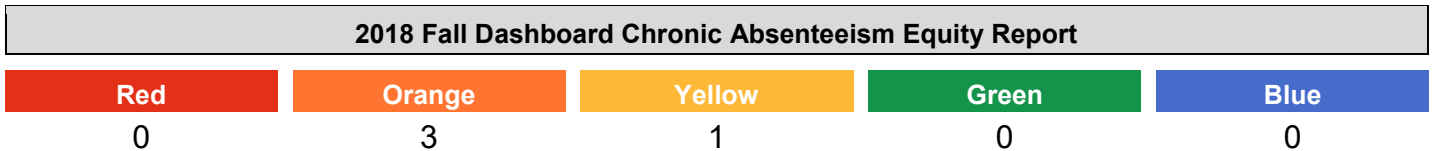**Conclusions based on this data:**

N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
10.8% chronically absent	6% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 0.5%	Increased 1.3%	10 students
656 students	331 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
26.3% chronically absent	10.4% chronically absent	14.4% chronically absent
Increased 7.3%	Maintained 0%	Declined 5.1%
19 students	589 students	104 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined 8%	0 students	4 students	5 students
27 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
10.5% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	17.2% chronically absent
Increased 0.7%	6 students	2 students	Increased 5.7%
583 students			29 students

Conclusions based on this data:

The data above shows that Marina West had an overall Chronic Absenteeism of 10.8%. Of our significant sub-groups, our Hispanic, English Learners and Socioeconomically Disadvantaged were lower and our Students with Disabilities was higher. our White sub-group, even though it is not a significant sub-group, had the highest percentage with 17.2% chronically absent. We have implemented new goals for reducing Chronic Absenteeism by 3%. Our Outreach Specialist and Attendance Tech will implement a reward system for students with high absenteeism. We will continue to conduct attendance meetings with parents to discuss the importance of daily student attendance.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
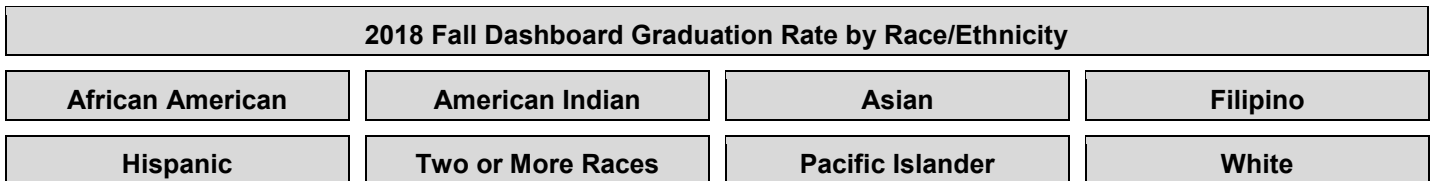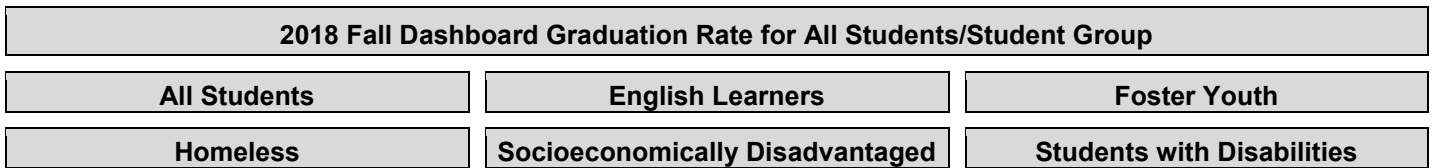
This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year	
2017	2018

Conclusions based on this data:

N/A
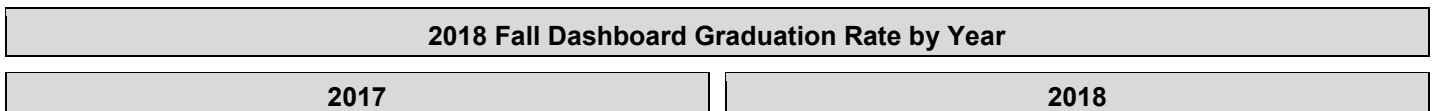
School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	2	0
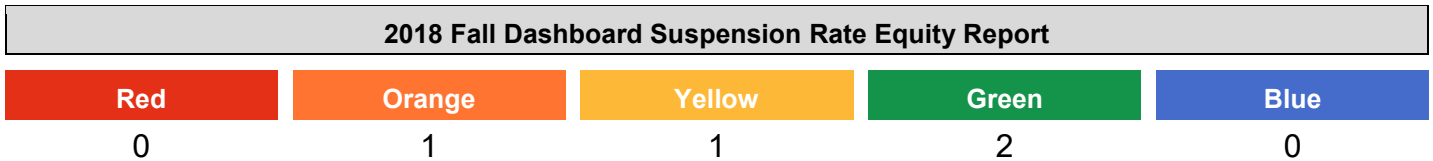
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	No Performance Color
2.2% suspended at least once	0.6% suspended at least once	Less than 11 Students - Data Not
Maintained 0.1%	Maintained -0.2%	10 students
682 students	345 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
0% suspended at least once	2% suspended at least once	3.8% suspended at least once
Maintained 0%	Declined -0.4%	Increased 1.6%
21 students	609 students	106 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
6.9% suspended at least once	0 Students	Less than 11 Students - Data 4 students	Less than 11 Students - Data 5 students
Declined -0.8% 29 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
1.5% suspended at least once	Less than 11 Students - Data 7 students	Less than 11 Students - Data 2 students	6.7% suspended at least once
Maintained -0.2% 605 students			Increased 3.1% 30 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
2.7% suspended at least once	2.1% suspended at least once	2.2% suspended at least once

Conclusions based on this data:

The dashboard data for Suspension Rate for All Students and sub-groups show that we have maintained in the area of suspensions with the exception of Students with Disabilities. We began to implement PBIS and CHAMPS in the 2019-2019 school year. Our goal of continued implementation of PBIS and CHAMPS for the 2019-2020 school year should reduce the suspension rates of all students and sub-groups. Our PBIS /CHAMPS team will continue to review student expectations through grade level assemblies held by the Principal and in class presentations delivered by our school counselor.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All students will reach high academic standards in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction
To provide equipment, materials and technology resources that support high quality instruction
To provide opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Assessment	2018-2019 CAASPP Data by Grade Level: Current 3rd Grade Students: 27% of students scored "Met Standard" or "Exceeded Standard" Current 4th Grade Students: 16% of students scored "Met Standard" or "Exceeded Standard" Current 5th Grade Students: 26% of students scored "Met Standard" or "Exceeded Standard"	The number of students scoring "Met Standard" or "Exceeded Standard" based on 2019-2020 CAASPP assessment data will increase by 10% in each grade level. 37% of current 3rd Grade students will score "Met Standard" or Exceeded Standard" 26% of current 4th Grade students will score "Met Standard" or Exceeded Standard" 36% of current 5th Grade students will score "Met Standard" or Exceeded Standard"

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Assessment	2017-2018 CAASPP Data by Grade Level: Current 3rd Grade Students: 35% of students scored "Met Standard" or "Exceeded Standard" Current 4th Grade Students: 9% of students scored "Met Standard" or "Exceeded Standard" Current 5th Grade Students: 14% of students scored "Met Standard" or "Exceeded Standard"	The number of students scoring "Met Standard" or "Exceeded Standard" based on 2019-2020 CAASPP assessment data will increase by 10% in each grade level. 45% of current 3rd Grade students will score "Met Standard" or Exceeded Standard" 19% of current 4th Grade students will score "Met Standard" or Exceeded Standard" 24% of current 5th Grade students will score "Met Standard" or Exceeded Standard"
STAR360 Reading Assessment	Fall 2019-2020 STAR360 Baseline Data by Grade Level- At/Above District Benchmark (grades K/1) and CAASPP Benchmark (grades 2-5): Current Kindergarten Students: 23% scored At/Above District Benchmark. Current 1st Grade Students: 23% scored At/Above District Benchmark. Current 2nd Grade Students: 28% scored At/Above CAASPP Benchmark. Current 3rd Grade Students: 15% scored At/Above CAASPP Benchmark. Current 4th Grade Students: 24% scored At/Above CAASPP Benchmark.	The Number of students scoring At/ Above Benchmark based on end of year STAR360 assessment data will increase by 10% in each grade level. 33% of Kindergarten students will score At/Above District Benchmark. 33% of 1st Grade students will score At/Above District Benchmark. 38 % of 2nd Grade students will score At/Above CAASPP Benchmark. 25% of 3rd Grade students will score At/Above CAASPP Benchmark. 35% of 4th Grade students will score At/Above CAASPP Benchmark.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Current 5th Grade Students: 19% scored At/Above CAASPP Benchmark.	29% of 5th Grade students will score At/Above CAASPP Benchmark.
STAR360 Math Assessment	Fall 2019-2020 STAR360 Baseline Data by Grade Level-At/Above District Benchmark: Current 1st Grade Students: 41% scored At/Above District Benchmark. Current 2nd Grade Students: 22% scored At/Above CAASPP Benchmark. Current 3rd Grade Students: 14% scored At/Above CAASPP Benchmark. Current 4th Grade Students: 30% scored At/Above CAASPP Benchmark. Current 5th Grade Students: 6% scored At/Above CAASPP Benchmark.	The Number of students scoring At/ Above Benchmark based on end of year STAR360 assessment data will increase by at least 10% in each grade level. 51% of 1st Grade students will score At/Above District Benchmark 32% of 2nd Grade students will score At/Above CAASPP Benchmark 25% of 3rd Grade students will score At/Above CAASPP Benchmark 40% of 4th Grade students will score At/Above CAASPP Benchmark 20% of 5th Grade students will score At/Above CAASPP Benchmark

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students.

Strategy/Activity

1. The school will ensure the full implementation of the State approved Language Arts curriculum. The administrator will visit classrooms during informal class visits and also monitor language arts

instruction through formal classroom observations.The Educational Services Department will provide district based support on the curriculum and Common Core State Standards for language arts.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded Certificated Salaries: Professional Development
0	District Funded Adopted Curriculum
0	District Funded Professional Development

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students.

Strategy/Activity

2.The school will ensure the full implementation of the State approved Math curriculum. The administrator will visit classrooms during informal class visits and also monitor math instruction through formal classroom observations.The Educational Services Department will provide district based support on the curriculum and Common Core State Standards for mathematics.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded Certificated Salaries
0	District Funded Adopted Curriculum

0	District Funded
	Professional Development

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

| All students. |

Strategy/Activity

| 3.All teachers will administer common Language Arts, Math,and IAB (Grades 3-5) assessments 6 times per year. ELD assessments will be administered 3 times per year. Data will be used to guide instruction during PLC/Collaboration meetings.Data will also be used to determine student growth, interventions, and ELD grouping. |

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded
	Assessments
23000	Title I
	Certificated Salary
4605	Title I
	Certificated Benefits

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

| English Learners |

Strategy/Activity

| 4. Implementation of 2nd Grade Transitional Bilingual Education class following the district's EL Master Plan. |

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

5. All Teachers will team for Language Arts and ELD daily.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	No additional cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

6. Implement and utilize Accelerated Reader and myOn programs in all classes. An incentive program will be implemented to reward and encourage students to meet their reading goals. Library staff to purchase additional books for students to have a variety of Non-Fiction books at different reading levels.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded Renaissance Program

0	District Funded myOn Program
1000	LCFF - Targeted Books for Library/Classroom
3000	LCFF - Targeted Academic Incentives
0	Centralized Services Classified Salaries: Library Tech

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

7. Provide materials and supplies to all TK-5th Grade classes to support the base instructional program, supplemental programs, ELD, reading support and interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7944	Discretionary Materials and Supplies
5954	Title I Materials and Supplies
3000	Title I Warehouse Charges
4444	Title III Materials and Supplies
19000	LCFF - Targeted Materials and Supplies
5000	LCFF - Targeted

	Warehouse Charges
95	LCFF - Intervention
	Materials and Supplies

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

8. Principal will conduct Language Arts and Math data conferences with teachers at least three times a year to discuss Language Arts, Math, and ELD assessment results.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Discretionary
	Sub Cost
999	LCFF - Targeted
	Sub Cost
299	Discretionary
	Certificated Benefits
200	LCFF - Targeted
	Certificated Benefits

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

9. Staff will review, evaluate, and analyze results from district and state assessments in Language Arts and Math. The data will be used to inform instructional decisions for all students in Language Arts, Math, and ELD.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18734	Title I
	Certificated Salaries (00PY/3010 only)
3862	Title I
	Certificated Benefits

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners, SED, Foster, Homeless, Migrant

Strategy/Activity

10. Implement the district adopted Wonders ELD curriculum. Provide professional development for teachers to support ELD instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners, SED, Foster, Homeless, Migrant

Strategy/Activity

11. Create a common Designated ELD schedule by grade level to ensure students are grouped and taught at their ELD level.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

0	
	No additional cost

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners, SED, Foster, Homeless, Migrant

Strategy/Activity

12. Implement and integrate ELD and SIOP strategies into all content areas throughout the day to support English Learners.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	No additional cost

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

13. Provide on-going professional development in Language Arts and Math for administrator, teachers, and staff through staff meetings, after school training, and at conferences

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded No additional cost
4000	Discretionary Travel and Conference

	District Funded
0	
	Math Mentor

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

14. Support our strand focus in Creative Art and Environmental Science integration through the use of our Foss Science Kits, STEAM Lab, and use of Artist in the Classroom.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4080	LCFF - Targeted Materials and Supplies- K-5 strand focus
0	LCFF - Targeted Materials and Supplies- no additional cost (See Goal 1 Action 7)
0	ASES After School Program will continue to support the Art Strand through guided activities.
0	ASES After School Liaison will help improve communication between the Art program during the school day and the ASP program.

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners, SED, Foster, African-American, GATE, Homeless, MIgrant

Strategy/Activity

15. Provide additional targeted in-school support for all students through the use of Intervention Service Providers in the areas of Language Arts and Math.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding
source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as
applicable), Other State, and/or Local.

Amount(s)	Source(s)
25000	LCFF - Intervention Intervention Service Provider
5005	LCFF - Intervention Certificated Benefits

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English
Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in grades K-2

Strategy/Activity

16. Intervention Service Provider will provide necessary interventions for targeted services for students in grades K-1. Reading Specialist will provide necessary interventions in English Language Arts for students in grades K-2. Para-educator to provide services to K-1 for 1.5 hours daily in ELA and Math.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding
source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as
applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded Reading Specialist
0	LCFF - Intervention Intervention Service Provider-no additional cost
5000	Discretionary Classified Salaries
1400	Discretionary Classified benefits

Strategy/Activity 17
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students.

Strategy/Activity

17. The grade level representative, Principal, and Site Lab Tech will support teachers with the implementation of learning management systems (Google Docs, Class Dojo, Nearpod, etc) to facilitate parent communication on student academic progress.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Centralized Services Classified Salaries: Site Tech
500	LCFF - Targeted Computer Software
0	LCFF - Targeted Materials and Supplies (See Goal 1 Action 7)-no additional cost
2000	Title I Computer Software

Strategy/Activity 18
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

18. Purchase instructional materials, technology, and software (apps, subscriptions, etc.). Hardware will support the implementation of the core curriculum, state standards, ELD, intervention programs, enrichment activities, and strand focus.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Amount(s)	Source(s)
2504	Discretionary Computer Supplies and Software
0	Title I Materials and Supplies- no additional cost
0	Title III Materials and Supplies- no additional cost
0	LCFF - Targeted Computer Supplies and Software- no additional cost
0	LCFF - Intervention Materials and Supplies- no additional cost
1500	LCFF - Targeted Online Subscriptions, Licenses, Apps
1000	LCFF - Targeted Computer Equipment (Computer/Printers)

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

19. Implement incentive programs for students to recognize academic achievement, behavior recognition, attendance incentives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Centralized Services School Counselor
0	District Funded Classified Salaries: Office Staff

0	Centralized Services Classified Salaries: ORC
3000	Discretionary Academic/ Attendance Incentives

Strategy/Activity 20

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

20. Provide field trips and enrichment opportunities to support and enhance the academic focus.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF - Targeted Field Trips:Transportation
1000	LCFF - Targeted Field Trips: Admission

Strategy/Activity 21

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

21. Provide appropriate operating costs to ensure full access to equipment (use and training) to support the instructional program, including copy and Duplo machines.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	LCFF - Targeted Maintenance Agreements
0	District Funded Maintenance Agreements

Strategy/Activity 22
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

22. Provide appropriate operating costs for publications and warehouse charges to support the instructional (including ELD) and strand focus programs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I Warehouse Charges- no additional cost (See Goal 1 Action 7)
0	LCFF - Targeted Warehouse Charges- no additional cost (See Goal 1 Action 7)

Strategy/Activity 23
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners, SED, Foster, Homeless, Migrant

Strategy/Activity

23. Provide additional targeted after-school support for academically at-risk EL students through the use of After School Tutoring in the areas of Language Arts, ELD, and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000	Title III Certificated Salaries: Teacher extra pay
1401	Title III Certificated Benefits
500	Discretionary Certificated Salaries: Teacher extra pay
101	Discretionary Certificated Benefits

Strategy/Activity 24
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

24. Students will have opportunities to use technology for intervention, enrichment, and access to core curriculum (iPads, Chromebooks).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 25
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

25. Office staff extra hours to provide support to all staff and students throughout the day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4463	Discretionary Classified Salaries
1250	Discretionary Classified Benefits

Strategy/Activity 26
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

SED, GATE, English Learners, African-American

Strategy/Activity

26. Site Technology Tech will provide support to teachers and students for extra-curricular technology activities with our STEAM Lab.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	LCFF - Targeted Classified Salaries
1120	LCFF - Targeted Classified Benefits

Strategy/Activity 27
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

27. The district Science Specialist will work with Grade Level Teams to implement NGSS Standards and lessons throughout all grades. K-5 Teacher leaders will attend district sponsored professional development and work with Science Specialists to implement NGSS standards.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Science Specialist- District Funded
	District Funded Certificated Salaries- no additional cost

Strategy/Activity 28
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

28.. School-wide art program to support enrichment and strand focus.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF - Targeted No additional cost

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Throughout the 2019-2020 school year, Marina West will focus on building rigor across all grade levels, while scaffolding instruction and providing intervention to students to achieve grade level standards. Teachers will concentrate on building and implementing writing across all content areas to promote critical thinking and better prepare them to meet district and state-wide assessments. Our teachers will also focus on Math Mindset strategies to improve reasoning skills.

At Marina West, we will work as grade level teams during Professional Learning Community/ Collaboration time on a bi-monthly basis, to discuss and analyze student data from formative (STAR360 Early Literacy, STAR360 Reading, STAR360 Math, Interim Assessment Blocks, ELD assessments, teacher created assessments, and curriculum embedded assessments) and summative (CAASPP, ELPAC) assessments to monitor student progress and achievement. Student data will be used to guide and modify instruction and intervention provided to all students to ensure access tho Common Core State Standards. Ongoing monitoring of student data will also enable grade levels to identify students in need of intensive, research based interventions that can be provided by the classroom teacher, K-2 Reading Specialist, and or ISP during grade specific Universal Access time.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences were identified in order to implement the strategies. Marina West will continue to focus on building strong academic foundations for all students. As a staff, we will discuss instructional strategies through our collaboration (PLC) process.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

An analysis of our 2018-2019 SPSA and school assessment data resulted in the need for improved evidence-based instruction and collaboration amongst teachers. We also will implement an increased number of common formative assessments to closely progress monitor student success with an emphasis on writing across all content areas and continuing to implement the Math Growth Mindset to continue to promote critical thinking skills.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
To increase positive behavior
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	Suspension Rate for 2018-2019 was 2.1%	Suspension Rate for the 2019-2020 school year will be less than 1.0%.
California Healthy Kids Survey	School Climate and Student Well-Being is measured through the California Healthy Kids Survey. The following Key Indicators are based on 2018-2019 CHKS data: 86% of students feel safe at school 80% of students report high levels of personal school contentedness. 89% of students report high levels of high expectations from a teacher or other adult at their school.	The following Key Indicators will be monitored based on 2019-2020 CHKS data: The number of students feeling safe at school will increase by 10% to 96%. The number of students reporting high levels of personal school contentedness will increase by 10% to 90%. The number of students reporting high levels of high expectations from a teacher or other adult at their school. will decrease by 6% to 95%.
Attendance Data	2016-2017 attendance data identified attendance as an area for growth.	Attendance data for 2019-2020 will be monitored with the following goals: The number of students with Chronic Absenteeism will

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	11% of students had Chronic Absenteeism based on 2018-2019 attendance data. 18 students referred to the School Attendance Review Board (SARB) in the 2018-2019.	decrease by 3% to 8% based on 2019-2020 attendance data. The number of students referred to SARB in 2018-2019 will decrease to 10.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

1. Continue the implementation of PBIS/CHAMPS model throughout the school. The PBIS Committee will identify next steps of implementation.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I Materials and Supplies (See Goal 1, Action 7)
0	LCFF - Targeted Materials and Supplies (See Goal 1, Action 7)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

2. Continue to implement the Year 2 PBIS Committee to guide actions relating to the improvement of school climate, provide targeted positive behavior support strategies to all staff to improve student behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

3. The Safety Committee will review and update the Comprehensive School Safety Plan. The site will conduct monthly safety drills to ensure emergency preparedness for staff and students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	No Additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

4. Implement and utilize district behavior plan and discipline matrix to support positive student behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

0	Discretionary
	Materials and Supplies- no additional cost (See Goal 1 action 19)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

| All students |

Strategy/Activity

| 5. Provide CHAMPS, Restorative Justice, NCPI, and related professional development. |

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded
	Professional Development
0	Centralized Services
	Certificated Salary: School Counselor

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

| All students |

Strategy/Activity

| 6. Provide attendance incentives to encourage daily and timely attendance by all students. |

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF - Targeted
	Attendance Incentives (see Goal 1, Action 7)- no additional cost

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

7. Employ multiple Campus Supervisors to monitor school grounds, supervise common areas to ensure a safe school environment.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4924	Discretionary Classified Salaries: Campus Supervisors
1379	Discretionary Classified Benefits

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

8. Utilize CST and SST processes to identify students' needs and develop strategies for supporting student success.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF - Targeted No additional cost

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

9. Provide on-site counseling and support services for students through school counselor and outside agencies working with school site. Counselor will provide counseling support through individual and/or group support.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded
	School Counselor

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

10. Monitor site discipline data, including referrals, suspensions, and teacher referrals to PBIS Committee to make data driven decisions to improve school climate.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	
	No additonal cost

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

11. Coordinate on-site transition meetings for incoming Kindergarten classes to ensure a successful transition.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	No additional cost

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

12. Ensure a successful transition from elementary school to middle school by helping coordinate with district middle schools visits.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	No additional cost

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

13. Recognize students meeting school academic and behavior expectations through trimester awards and character trait awards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Discretionary
	Materials and Supplies (See Goal 1, Action 6)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

14. Provide extra-curricular activities to increase student contectedness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	ASES
	After School Program
0	LCFF - Targeted
	no additional charge (see Goal 1 Action 26)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

15. School-wide behavior assemblies to support school safety and in class presentations on expectations and social-emotional support provided by the school counselor.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

	no additional cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

16. Provide CHAMPS incentives to support positive student behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF - Targeted No additional cost- (see Goal 1 Action 6)

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

17. Provide drug, alcohol, and tobacco prevention education (Red Ribbon Week).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF - Targeted No additional cost- (see Goal 1 Action 6)

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

18. Ensure confidentiality of documents and sensitive student information.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF - Targeted
	no additional cost- (see Goal 1 Action 21)

Strategy/Activity 19
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

19. Establish and implement Comprehensive School Safety Plan. (Fire Drills, Earthquake Drills, etc).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	No additional cost

Strategy/Activity 20
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

After School students

Strategy/Activity

20.A designated Teacher Liaison will support the After School Program and communicate with appropriate staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	ASES Certificated Salary

Strategy/Activity 21
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

5th Grade students

Strategy/Activity

21. 5th Grade students will be administered the California Healthy Kids Survey.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	No additional cost

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Throughout the 2019-2020 school year, Marina West will continue to build on our PBIS/CHAMPS process by continuing to implement a school-wide behavior and school climate program. Our program will emphasis a proactive and positive behavior management program that will help address behavior before it occurs, collect data on student behavior and needs, and implement interventions. Teachers will focus on implementing CHAMPS strategies throughout their classrooms to establish clear expectations for students while promoting a caring and safe environment while keeping students highly motivated.

Within our PBIS Committee, school level representatives will collaborate at monthly meetings and review student discipline data and provide feedback and suggestions to stakeholders to improve student responsibility and safety.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences were noticed. In reviewing the California Healthy Kids Survey (CHKS) administered in 2018-2019, Marina West saw a positive increase in student connectedness and positive behavior. We will continue to focus on systematically improving our CHAMPS procedures throughout the school setting.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Analysis of our CHKS for the 2018-2019 school year resulted in a need to improve High Parent Expectation and Parent Connectedness. At Marina West, we will provide parent professional development opportunities through Parent Nights with focus on student achievement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL Needs Assessment Survey	Parents requested Parent Professional Development nights on topics to include: Literacy, Math, Parent Participation.	Data from Parent Needs Survey will help in planning Parent Nights for the 2019-2020 school year.
ELAC Attendance	Based on Sign-In Rosters, average attendance at 2018-2019 meetings was 10.	Attendance to ELAC Meetings will increase to 30 based on 2019-2020 Sign-In rosters.
Parent Attendance at Fall Conferences	84% of Parents attended Parent Conferences.	Parent attendance at Fall Conferences will increase to 90%.
Parent Attendance at Back to School Night	Parent Attendance for Back to School night was 68%.	Parent attendance at Back to School Night will increase to 80% for 2019-2020..
Parent Workshops	An average of 13 Parents attended Parent Workshops.	Parent attendance at Parent Workshops will increase to an average of 20 parents.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

1. ORC will organize and staff will provide workshops for parents that will increase parent participation, (i.e. Triple P, Oxnard PD gang presentations, academic presentations by teachers, etc.), increase attendance (incentives), increase student and parent connectedness.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	LCFF - Targeted Other Classified- Outreach
801	LCFF - Targeted Classified Benefits
500	Title III Classified salaries-Babysitting
140	Title III Classified Benefits
0	LCFF - Targeted Materials and Supplies- no additional cost- (see Goal 1 Action 7)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

2. Prepare and host the winter program, spring arts program, robotics competition, and other events that highlight programs and student learning opportunities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	no additional cost

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

3. The Site Tech, Office staff, and Principal will support teachers in documenting instructional events for publication online taking place at Marina West.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	No additional costs

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

all students

Strategy/Activity

4. Update the Student-Parent Compact and Parent Involvement Policy with feedback from stakeholders and distribute to parents.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

	No additional cost

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

5. Invite parents to attend parent-teacher conferences in November and February (at risk students only) to discuss student progress

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title III Classified Salaries- Translation
140	Title III Classified Benefits

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

6. Hold Title I meetings to inform stakeholders about Title I funding and how it supports student success.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	No additional cost

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

7. Provide parent involvement forums in the school community including PTA, ELAC, School Site Council, and Coffee with the Principal.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	No additional cost

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

8. Invite parents of English Learner students eligible for reclassification to participate in reclassification meetings and the reclassification celebration.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	No additional cost

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education students

Strategy/Activity

9.Encourage parent participation in meetings to discuss student performance, including IEP's and SST's.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	No additional cost

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

10. Seek parent feedback about English Learner programs, STEAM Lab, Science Lab, EL needs and school climate through parent meetings and surveys including the EL Needs Assessment survey.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	No additional cost

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

11. Provide clerical and classified support at meetings, events, after hours for translation, babysitting, custodial needs and appropriate staffing.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	No additional costs

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Throughout the 2019-2020 school year, Marina West will focus on increasing Parent Engagement and attendance across all school meetings and forums. Parents are encouraged to attend, participate, and be part of our School Site Council, ELAC, PTA, and Coffee with the Principal monthly meetings to increase their understanding and involvement in school activities and functions. Families are an integral part of student success, at Marina West, we value their input and continued support in student achievement and providing opportunities for parents to participate in a variety of meetings and settings will help increase students success.We will also provide a variety of Parent Nights that focus not only on academics, but also attendance and social emotional support for families.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences were identified. At Marina West, we had a slight increase in the number of parents attending monthly meetings and Parent Nights. We will continue to focus on increasing parent participation and attendance at our meetings and events to increase parent connectedness.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

An Analysis of the 2018-2019 sign-in sheets for parent meetings resulted in a slight increase in parent participation at school meetings with a higher number of parents attending Family Nights. We will continue to implement strategies and communication (Monthky Calendar, PeachJar, Calls home, Parent Leaders) to help increase parent participation.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$75,280.00
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$196,844.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount ($)
Title I	$61,155.00
Title III	$14,125.00

Subtotal of additional federal funds included for this school: $75,280.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount ($)
	$0.00
ASES	$0.00
Centralized Services	$0.00
Discretionary	$38,264.00
District Funded	$0.00
LCFF - Intervention	$30,100.00
LCFF - Targeted	$53,200.00

Subtotal of state or local funds included for this school: $121,564.00

Total of federal, state, and/or local funds for this school: $196,844.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Discretionary	38,264.00	0.00
Title I	61,155.00	0.00
Title III	14,125.00	0.00
LCFF - Targeted	53,200.00	0.00
LCFF - Intervention	30,100.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
ASES	0.00
Centralized Services	0.00
Discretionary	38,264.00
District Funded	0.00
LCFF - Intervention	30,100.00
LCFF - Targeted	53,200.00
Title I	61,155.00
Title III	14,125.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
	ASES	0.00
	Centralized Services	0.00
	Centralized Services	0.00

	Discretionary		10,693.00
	Discretionary		27,571.00
	District Funded		0.00
	District Funded		0.00
	LCFF - Intervention		95.00
	LCFF - Intervention		30,005.00
	LCFF - Targeted		37,421.00
	LCFF - Targeted		15,779.00
	Title I		27,605.00
	Title I		33,550.00
	Title III		9,181.00
	Title III		4,944.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	184,460.00
Goal 2	6,303.00
Goal 3	6,081.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Jorge Mares	Principal
Martha Trujillo	Parent or Community Member
Wil Gomez	Parent or Community Member
Leticia Ceja	Parent or Community Member
Armando Salazar	Parent or Community Member
Elvia Enriquez	Parent or Community Member
LaRaine Kang	Classroom Teacher
Diana Robles-Villicana	Classroom Teacher
Charlotte Hwan	Classroom Teacher
Raymond Ibay	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/22/2019.

Attested:

	Principal, Jorge Mares on October 22, 2019
	SSC Chairperson, Charlotte Hwan on October 22, 2019